DOCUMENT RESUME

ED 118 985 95 CE 006 568

TITLE Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System: Final Report.

INSTITUTION Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE Nov 75

NOTE 49p.; For related documents, see CE 006 569-570

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage

DESCRIPTORS *Career Planning; *College Placement; Comprehensive Programs; Guidance Services; *Job Placement; Models; *Post Secondary Education; Program Descriptions; Program Evaluation; Questionnaires; Referral; *Secondary Education; Surveys; Technical Institutes; Vocational Counseling; Vocational Development; Vocational Education; Vocational Schools

IDENTIFIERS Wisconsin

ABSTRACT

The final report of the Wisconsin project, which developed a coordinated and comprehensive placement system for secondary/postsecondary schools, includes a project summary and evaluation. Both providers and receivers of placement services in Grant, Winnebago, and Racine Counties were surveyed regarding barriers and facilitations in securing educational/occupational placement. The survey indicated that: most high school resources were directed toward students anticipating further education; family and friends were rarely utilized as resources by school and community personnel; the placement-securing skills of many students were deficient; and students were concerned about marketability of skills. The model Career Placement Delivery System, a transitional placement developmental program, is designed to maximize student independence in career planning/placement and the availability of career options. The system contains three main components: (1) instructional (placement skills: qualifying, securing, and maintaining), (2) guidance (outreach, orientation, appraisal, informational, counseling, planning, program selection, and followup services), and (3) referral (placement solicitation, placement development, and ancillary services). A conceptual evaluation was accomplished through a questionnaire survey (appended) of 26 evaluators (counselors, local vocational education coordinators, placement functionaries, and administrators); two evaluators were selected for an-indepth interview to test potential utilization of the model system. (EA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED118985

DATA BASE ESTABLISHMENT AND MODEL DEVELOPMENT FOR A COORDINATED COMPREHENSIVE PLACEMENT SYSTEM

FINAL REPORT

Wayne A. Hammerstrom, Research Specialist
Susan J. Kosmo, Research Specialist
Richard D. Boss, Project Associate
John D. Hartz, Project Associate
Eugene S. Nelson, Project Specialist

MERLE S. STRONG, PROJECT DIRECTOR

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
Merle Strong, Center Director
Roger Lambert,
Associate Center Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

November 1975

CE 006 562

The research reported herein was performed pursuant to a grant from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official U.S. Office of Education position or policy.

PREFACE

Unemployment rates of youth aged 16-19 are nearly three times that of the adult work force and many students who begin educational programs beyond the high school level do not complete these programs. Career planning by youth today lacks clear accessible goals, appropriate planning strategies and coordination with career opportunities in their environment. Youth do not know how to make a smooth transition from their present status to their next desired career step. The purpose of this project was to develop a model placement system to facilitate the transition of youth from their school environment.

This Final Report was written as a summary of the three phases of the project. It also provides an evaluation of the model to demonstrate the model's acceptability. Since completion of the project, the model has received widespread interest and is currently being utilized in Wisconsin Department of Public Instruction and Wisconsin Job Service placement projects. The model has been acknowledged to be a valuable contribution to the placement field, and to the students who will benefit from its implementation.

Merle E. Strong
Center Director

ACKNOWLEDGMENTS

An idea many times takes on characteristics of living organisms--it is "born" and develops both predictably and unpredictably. Like nature's conservation of energy and mass, an idea consumes and is consumed. Yet, the most fascinating aspect of an idea is how it affects people who come in contact with it.

For the staff of this project, an idea of what placement could "be" was stimulating and exciting. Even for those who left the Center for new positions, Richard Boss and Eugene Nelson, the idea continued to grow upon their previous contributions. John Hartz, who returned to the project after a year's absence, found the idea more "matured" than when he had left.

Many people contributed to further growth of the idea. Special recognition is due to the Jury of Experts and Advisory Committee members who provided guidance in the growth of the idea and of the staff who nurtured it. Samuel Burt and the National Association for Industry-Education Cooperation offered their knowledge and cooperation from a similar placement project. The faculty members of the Franklin, West Bend and Racine school districts struggled with us in the early application of the idea into developing placement programs in their schools. Foremost was the contribution of the students and providers of placement services who completed survey questionnaires in Racine, Winnebago and Grant counties of Wisconsin. From their ideas, we developed a better idea of what placement could be.

Recognition should be given to the Wisconsin Board of Vocational, Technical and Adult Education, the Wisconsin Department of Public Instruction and the Wisconsin Job Service for the assistance they provided in the development and continued growth of the project.

Acceptability of the idea to others was also an important concern. Twenty-six evaluators diligently tested the idea against their own concerns and program requirements--and found our idea worthy. In addition, the idea passed the stringent standards of Susan Haugen, our typist, and Carol Kowle, our editor.

Advisory Committee

Lorran Celley, Consultant-Student Services, Wisconsin Board of Vocational, Technical and Adult Education, Madison
Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison
Michael Greenhalgh, Employment Interviewer, Oscar Mayer & Company, Madison
Hugh Kelly, Director of Manpower Utilization, Employment Security Division, Department of Industry, Labor and Human Relations, Madison
Charles LePard, Program Coordinator, Office of Undergraduate Orientation, University of Wisconsin-Madison
Everett Marg, Local Vocational Education Coordinator, Oshkosh Area Public Schools, Oshkosh
Lennart Nyberg, President, Dunhill Personnel of Dane County, Inc., Madison
Joseph Pellegrin, Superintendent, Oshkosh Public Schools, Oshkosh
Harold Polzer, Personnel Manager, Oscar Mayer & Company, Madison
Charles Pulvino, Professor, Department of Counseling and Guidance, University of Wisconsin, Madison
Terry Seifert, Job Placement Director, Oshkosh Area Public Schools, Oshkosh
Donald Snyder, Program Specialist, Division of Vocational Rehabilitation, Department of Health and Social Services, Madison
John Stroebel, Administrator, Student Services, Southwest Wisconsin Vocational, Technical and Adult Education District, Fennimore
Barbara Thompson, State Superintendent, Wisconsin Department of Public Instruction, Madison

Jury of Experts

Lillian Buckingham, Department Head, Placement Service, Baltimore Public Schools, Baltimore
Lorran Celley, Consultant, Student Services, Wisconsin Board of Vocational, Technical and Adult Education, Madison
Edwin Kehl, Assistant Administrator, Field Operations, Wisconsin Department of Industry, Labor and Human Relations, Madison
Gordon MacMahon, Professor, School of Education, University of Michigan, Ann Arbor
Philip Perrone, Professor, Department of Counseling and Guidance, University of Wisconsin, Madison
Donald Severson, Consultant, Vocational Guidance and Counseling Services, Wisconsin Department of Public Instruction, Madison
David Tiedeman, Professor, School of Education, Northern Illinois University, DeKalb
John Walsh, President-Treasurer, Dunwoody Industrial Institute, Minneapolis

TABLE OF CONTENTS

	Page
Preface	iii
Acknowledgments	iv
List of Figures	vii
PART I--INTRODUCTION	1
Research Objectives	1
PART II--SUMMARY OF LITERATURE REVIEW	3
Career Placement Needs of Youth	3
Involvement of Public Schools in Career Placement Activities	4
PART III--SUMMARY OF SURVEY OF CAREER PLACEMENT ACTIVITIES	7
Survey Sample	7
Development of Placement Survey Instruments	8
Survey Results	9
Key Resource Personnel in Career Planning and Placement	9
Roadblocks to Career Placement	10
Participation in, and Provision of, Guidance Services	10
Evaluation of the Guidance Services	10
Responsibility for Placement	11
Effects of Selected Variables on the Career Guidance Process	11
Conclusions	14
PART IV--CAREER PLACEMENT DELIVERY SYSTEM	17
Universality of Model	19
Coordination of Placement Resources	20
Comprehensive Service Delivery	21
Student-Centered Referral Component	21
Flexibility of the Model	23
Dynamic Responsive to Change	27
Summary	27
PART V--EVALUATION OF THE MODEL	29
Evaluation Methodology	29
Results of the Evaluation Questionnaire	31
Issues Reflective of the Evaluation	32
What Are the Costs?	32
More Operational Techniques Needed	32
Who Will Do the Work?	33
Student-Centered Placement Efforts	33

Page

Evaluation Interviews 34
Terry Seifert, Placement Director, Oshkosh Area Public Schools . 34
John C. Stroebel, Student Service Administrator, Southwest Wisconsin Vocational-Technical Institute 35
Summary 36

BIBLIOGRAPHY 37

APPENDIX A 39

LIST OF FIGURES

Figure — Page

1 A School-Based Career Placement Delivery System 18
2 Coordination and Comprehensiveness of the Career Placement Model 22
3 Relationship of Composite User Needs to Career Placement Model Operation 25
4 Relationship of Individual User Needs to Career Placement Model Operation 26
5 Procedural Model for Implementation of School-Based Career Placement Delivery System 28

PART I
INTRODUCTION

The transition from school to work presents numerous obstacles for many youth. Increased occupational diversification and the expansion of educational options as well as the growing interrelationships between the educational and occupational realms have complicated the transitional process. Youth unemployment has increased for several years and many of the educational investments of students have not been predicated on occupational realities (National Advisory Council on Vocational Education, 1972). These observations have been made despite increased opportunities for occupational training through vocational education. Correspondingly, young people need no longer be confined to low level entry jobs. Recognition of these problems has undergirded the career education movement. Through career education "a systematic attempt [is made] to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation" (Goldhammer & Taylor, 1972, page 6). To translate this preparation into employment realities requires improved career guidance and placement services.

The United States Office of Education recognized the need for improving the career guidance and placement services available to students. In July, 1974, funds were appropriated to various institutions across the country to develop models and procedures for meeting the placement needs of students. The Center for Studies in Vocational and Technical Education at the University of Wisconsin was granted research funds to develop a coordinated and comprehensive placement system for secondary schools and post secondary institutions granting less than a baccalaureate degree.

Research Objectives

The first goal of the project was to develop a "data base" for use in model planning and development. The data base was to include both a comprehensive review of career placement literature and a systematic survey of career placement activities in a variety of Wisconsin communities. The objectives of the literature review and survey were to identify:

1. the present level of placement-related services and activities provided to, and used by, students and adults;

2. the present level of placement-related services and activities available to, students and adults;

3. the placement services and activities which are needed by students and adults in order to achieve their career goals; and

4. the "costs" associated with providing or using placement services.

From this information and the consultation provided through the Jury of Experts and Advisory Committee, a model for the delivery of a coordinated and comprehensive placement system was to be developed and tested. This

report contains a summary of each phase of the project--literature review, survey of placement activities, model development, and model evaluation. Complete reports in each area are available in separate documents.[1]

---

[1] Review and Synthesis of Job Placement Literature, Volume I, Strong, Boss, Kosmo, Nelson, and Hammerstrom, March 1975.

Survey and Analysis of Career Placement Activities, Volume II, Strong, Boss, Kosmo, Nelson, and Hammerstrom, May 1975.

A Coordinated and Comprehensive School-Based Career Placement Model, Volume III, Kosmo, Hammerstrom, Boss, and Hartz, November 1975.

PART II

SUMMARY OF LITERATURE REVIEW

A "Review and Synthesis of Job Placement Literature" (Strong, et al., March, 1975) was conducted as the first phase in the formulation of the Career Placement Model. This review contains information relevant to the field of placement and related materials concerning counseling, career development, and training. It also contains a review of the historical antecedents of contemporary placement activities and a description of the current contributions made by family members, governmental agencies, and educational institutions in the career placement of youth. The placement needs of youth, in general, and specific subgroups are discussed at length. The following remarks summarize the literature reviewed.

Career Placement Needs of Youth

Despite the important ramifications of various career pathways on all aspects of an individual's life-style, the actual career planning, preparation and placement of youth can be characterized by its absence. Not only do many high school-aged youths lack career goals, but furthermore there appears to be a tendency for a disproportionate amount of students to equate career goals with professional occupations (Borow, 1974; Heinsohn, 1974). Additionally, many students are not aware of the next step in the career preparation and procurement process. As Perrone and Lins (1970) have noted the "'educational plan' is simply a decision as to which school to enter" (page x). Correspondingly, occupations high school students pursue oftentimes are unrelated to the previous training they have received (Kaufmann, Schaefer, Lewis, Stevens, & House, 1967). Not only are the career planning activities of youth characterized by their haphazard nature, but their implementation is also limited. Many youths fail to use available placement services and rely heavily on leads provided by relatives and friends (U.S. Department of Labor, 1973).

Specific groups of young people have been found to present unique career guidance needs. Among these groups are disadvantaged minority group members whose economic situation often makes it imperative that vocational guidance and placement be concurrent events rather than the traditional approach of providing vocational guidance as a prelude to placement. The concentration of minority group members in a narrow range of occupational roles further handicaps the disadvantaged minority group member. Not only is he thereby exposed to more limited work role possibilities, but he also has less connections in the labor market. The end product of such a system is that the person finds himself in heavy competition for a limited number of low-paying jobs. Young women face a somewhat similar problem. They continue to enter the traditional "women's occupations." If the increasing trend for greater proportions of women to enter the labor market continues, women may soon find themselves competing with each other for a limited number of positions. Similarly, young women apparently do not attach the importance to their career goals that would be anticipated considering the proportion of their time they can expect to be employed. Rural youth also face problems preparing for and

entering the labor market. For these youth, the problems often center around preparing for an occupational role which is not represented in their home communities. Furthermore, there frequently is the necessity of preparing for a major change in life-style as they move into an urban environment to obtain either further education or employment.

Young people often experience unique problems entering the labor force due to their educational background. The school dropout faces extremely limited job possibilities and often lacks the information he may need concerning opportunities for training. Frequently the dropout has experienced repeated academic failures and as a result of these experiences may enter the labor market with his self-confidence in short supply. The noncollege bound high school graduate, although not as limited in his vocational options, usually has only limited vocational guidance resources available to him, and correspondingly may lack information regarding the various occupational options at his disposal. The college bound student, typically the focus of guidance services, has frequently concentrated on the selection of an educational institution rather than on career selection.

Involvement of Public Schools in Career Placement Activities

The career guidance and preparation of Americans prior to the twentieth century was accomplished primarily within the confines of the home. Both training and employment options were minimal, and the school played only a minor role in a youth's life. Several events happened around the turn of the century which radically altered this picture. These can be summarized as follows:

1. Industrial growth in the United States and poverty in Europe led to a surge in the number of unskilled and skilled immigrants entering this country.

2. The complexity of work roles expanded diminishing the families' ability to provide for the eificient transition of youth into the work world.

3. Links were forged between education and occupation. Not only did particular occupations striving for professional status begin to require educational prerequisites for occupational entry, but the number of years of schooling obtained began to be considered as a variable affecting occupational level.

4. The schools accepted the inclusion of a vocational education curriculum to co-exist with the academic curriculum. Such acceptance implied a corresponding acceptance of an additional mission for the schools--occupational preparation.

5. Formal schooling began to absorb an increasing amount of youth's time as well as greater numbers of youths. Not only were seasonal attendance patterns supplanted by a concentrated educational experience as a prelude to occupational entry, but the hours in which school was in session paralleled prime working hours. As a result of these factors, further limitations were placed on the student's ability to secure occupational training in nonclassroom settings.

6. Both the expansion of educational and training possibilities as well as increased occupational variety underscored the need for career guidance services. However, such career guidance was rapidly dichotomized in practice as educational guidance and vocational guidance.

As a result of these phenomena, schools emerged as the major institutional framework in which youth made their transition from childhood to adulthood. Schools, in turn, had the implied responsibility for providing both the guidance students needed for making such a transition and the training they needed to adequately perform adult roles.

Despite the large impact of educational background on career options available to all students, the history of the schools' involvement in placement demonstrated a concentration on the college bound student. These students were shown to be the major recipients of school guidance program efforts. Yet such an orientation was contradictory to a societal expectation that one of the roles of the schools is to restore equality of opportunity to all citizens. As Venn (1964) has noted "our democratic notions ... tell every mechanic's son he can be President" (page 63). A concern for the development of the maximum career potential of every student is the basic philosophical rationale for the redirection of educational efforts around a career education format. Just as those who provided vocational education to students at the turn of the century soon realized that if such education was to yield functional reality in the labor market, collateral vocational guidance services needed to be provided, so too have "career educators" been led to a similar conclusion. One of the effects of the Career Education movement has been to underscore the need for renewed attention to career guidance with particular attention to the placement component of such guidance efforts. Increasingly, many schools have begun to accept the responsibility for the post-school placements of their students. In turn, educators, administrators, and counselors have found that to answer such placement demands, their placement efforts must involve a coordination of the efforts of family, school, and government programs and an increase in the comprehensiveness of the career guidance services available to include all aspects of guidance as well as the needs of all students.

PART III

SUMMARY OF SURVEY OF CAREER PLACEMENT ACTIVITIES

The second cornerstone incorporated in model development was a concurrent survey of career placement activities in Wisconsin. Both those providing placement services and those receiving such services were queried as to the barriers and facilitators experienced in the realization of career goals.

Survey Sample

Three target areas in Wisconsin were selected to participate--Grant County, Winnebago County, and Racine County areas. These areas were selected because they offered diversification in terms of the rural-urban dimension, racial mixture, and school size. All the counties selected offered opportunities for post-secondary education at both the vocational-technical level and the university level. Fifteen high schools (including two private schools) and three vocational-technical institutes participated in the survey.

The "users" of placement services included:

a. students enrolled as high school seniors in September, 1974;

b. former students enrolled as high school seniors in September, 1972;

c. students enrolled in the degree and diploma programs of three public vocational-technical institutes in September, 1974; and

d. former students enrolled in the degree and diploma programs of the public vocational-technical institutes in September, 1972.

The current students, i.e. those enrolled in September 1974, received the survey instrument during normal class periods. For the most part, a random sampling of high school homerooms was used for selecting the current high school seniors. In the case of the current vocational-technical (VTAE) enrollees, Communication Arts classes were used for sampling as such classes are required of all students. Through this approach 825 current high school seniors and 907 current VTAE enrollees were surveyed. A random sampling procedure using the 1972-73 class lists was applied to obtain the names of the former students to be surveyed via a mailed questionnaire approach. Sixty percent of the former high school seniors returned the questionnaires, yielding an N of 597. The 411 former VTAE students who returned questionnaires represented a return rate of 46 percent. To determine if the respondents were representative of the total sample, a telephone survey of randomly selected nonrespondents was conducted.

The "providers" of placement services were defined as those persons who directly provided placement services to students and adults. Those

for whom placement was an integral part of their professional role were designated as formal placement providers. This category included high school and VTAE school guidance and counseling personnel, public employment service counselors, private employment agency personnel, rehabilitation counselors, community action program counselors, apprenticeship councils, etc. All personnel in these categories serving the three selected geographical areas were surveyed. In addition, a list of informal placement providers was also compiled by use of a "snowballing technique." Those previously identified as placement providers were asked for the names of others in the community who were providing placement services. Through this manner, teachers, ministers, and others in the community who were providing placement services, although not legally or professionally mandated to do such, were identified. Of the 437 providers identified in this manner, 224 returned completed questionnaires.

Development of Placement Survey Instruments

Five questionnaires were developed with the assistance of a jury of experts and an advisory committee representing agencies intrinsically involved in placement activities, e.g., the Department of Public Instruction, the Job Service, the Division of Vocational Rehabilitation, and private employment agencies. In addition, the questionnaires for each of the five respondent groups paralleled one another as much as possible to facilitate comparison among the groups.

The theoretical rationale underlying the development of the questionnaires was represented by the following paradigm:

$$\boxed{\text{Career Placement}} = f\left(\begin{array}{l}\text{Job and}\\ \text{educational}\\ \text{opportunities}\\ \text{available}\end{array}\right)\left(\begin{array}{l}\text{Educational}\\ \text{background}\end{array}\right)\left(\begin{array}{l}\text{Guidance}\\ \text{services}\\ \text{received}\end{array}\right)$$

The availability of job and educational opportunities was hypothesized to be a function of several individual characteristics including age, marital status, sex, race, academic standing, type of home community, type of curricular emphasis, grade level attained, and specific skill training. These variables were presumed to be independent variables in the career guidance and placement process. Due to this assumption, the surveyed students were asked to complete questions related to such background information. Providers were also asked to define their placement efforts in terms of these characteristics.

The guidance received by students was also considered to be a variable affecting career placement. The users were, therefore, asked to indicate the relative amount of aid provided by close associates and professional persons in their career guidance and placement, both in educational and occupational matters. Those providing placement assistance were also presented the same list of personnel and asked to indicate the frequency with which they coordinated their placement activities with such personnel. A list of guidance services was also included representing the various aspects of the guidance process--appraisal, informational, counseling, referral, placement, and follow-through. Several items related to training

were also included. The students were asked to indicate which of these various guidance services they either received or participated in as well as to rate the importance of these services in terms of eventual occupational planning and placement. Correspondingly, the providers of placement services were asked to indicate which of these guidance services they provided and the importance they attached to them.

In order to arrive at a clearer picture of the career guidance needs of youth, information needed to be gathered concerning the problems students encountered in attempting to secure suitable educational and occupational placement. A list of possible roadblocks in each of these areas was brainstormed. The surveyed groups were asked to indicate which roadblocks they anticipated encountering and/or actually encountered. The providers also indicated the frequency with which they encountered these problems when attempting to answer their clients' placement needs.

Survey Results

Key resource personnel in career planning and placement. The high school and VTAE respondent groups indicated that family members and other relatives and friends were the major sources of help relied upon in career decision-making matters. The majority of respondents in all groups also perceived high school counselors as helpful with educational planning concerns; however, the counselors were perceived as considerably less helpful with occupational matters. In fact, as a group, school personnel tended to be rated as more helpful with educational than occupational matters. Such a conclusion was supported by the provider data. While fourteen of the high school counselors returning questionnaires indicated they did not provide job placement assistance, only four indicated that they did not participate in the educational placement of students. They also reported that two-thirds of their placements were into further training rather than employment.

The coordination demonstrated among providers in educational and occupational planning and placement suggested the following conclusions:

1. High school counselors tended to coordinate their activities with other providers to a greater extent than the other provider groups.

2. Private employment agencies were typically not relied upon by school personnel as a resource in occupational planning.

3. More coordination appeared to be pursued in educational planning than occupational planning. Decisions related to occupational placement were made mainly in conjunction with members of the labor market (i.e. employers and other employees).

4. Counselors, in all settings, were perceived as the central figure in educational planning.

5. Despite the importance users attributed to family and friends in career planning, such persons were primarily perceived of as occasional resources by the provider groups.

Beyond these conclusions, and perhaps of even more importance, was the observation that a remarkably small amount of coordination exists among providers in various settings. The tendency appeared to be for providers in each setting to rely primarily on other providers in that setting, e.g., school counselors coordinate their activities with school teachers, Job Service personnel interact primarily with other Job Service personnel, etc.

Roadblocks to career placement. Students and providers indicated that the major roadblocks to educational placement involved selection of a program, meeting the entry qualifications, financial problems, and relocation. The only educational roadblock mentioned by a majority of the user respondent groups involved the selection of a training program. Greater numbers of students reported difficulties in securing suitable occupational placement. These difficulties tended to cluster in several areas:

1. Selection of job possibilities compatible with capabilities and interests.

2. Lack of experience, qualifications, and job openings.

3. Locating sources of job leads and presenting oneself to an employer.

Data from providers substantiated these to be the major problems of the persons they served. There were, however, some differences in the priority these problems assumed for different groups. Former students in both settings placed greater emphasis on occupational selection, while the current students emphasized lack of experience, qualifications, and limited job openings. Vocational, Technical and Adult Education students tended to report fewer job placement obstacles than the high school respondents. The providers seemed to perceive more problems related to appropriate interview behavior and appearance than the user groups. They also only infrequently mentioned problems related to the pay scale for the job despite the fact that low pay was considered to be one of the most frequently reported problems encountered according to the user groups.

Participation in, and provision of, guidance services. Aptitude and achievement testing, written materials about occupations and training programs, and talking to parents about career plans tended to dominate the guidance services received by the majority of the students in all settings. A majority of those involved in VTAE programs also reported receiving training in a specific occupation and information about job openings. In contrast, educational counseling was the only other service received by the majority of high school respondents. These emphases received additional support from the data received from providers. Counseling services were consistently more frequently mentioned as provided by those in high school settings, while occupational preparation and training were more frequently emphasized in the VTAE settings. The public and private employment counselors consistently provided more direct placement services.

Evaluation of the guidance services. There appeared to be remarkable agreement among all respondent groups as to the value of various guidance services in occupational planning and placement. The seven services which were rated consistently as most important by all respondent groups were:

- Information about job openings
- Occupational counseling
- Educational counseling
- Training in interviewing and applying for a job
- Training in how to get along on the job
- Training for a specific occupation
- Assistance with locating a specific job

Apparently all groups perceived the pathway into employment to be facilitated if the person were equipped with a sense of direction, a specific occupational skill, appropriate job seeking and maintaining behavior, and a job lead. Such an observation parallels the data previously reported on occupational roadblocks. Appraisal and informational services were among those perceived as of least importance in occupational planning and placement, although these services ranked high in terms of the frequency of participation by students.

There were some slight discrepancies in the importance attached to the various services by various respondent groups. The following observations were suggested by the data:

1. High school user groups placed a great deal of importance on parental input in career decisions, yet parental counseling was ranked among the least important services by high school providers.

2. High school providers attached the greatest value to the counseling services.

3. The providers employed in VTAE settings tended to evaluate the training and preparation services as most valuable.

4. Public and private employment counselors rated direct placement services to be of the most value.

Coincidentally, the services the various provider groups rated to be most important mirrored the degree to which they perceived themselves as providing these services.

Responsibility for placement. From 80 to 90 percent of all the respondent groups, including all user and provider subgroups, indicated that the high school should be held responsible for the teaching of job-finding skills and appropriate job conduct. The users were also queried as to whether the high school should be responsible for assuring an educational or job placement to all students. From 30 to 40 percent of the users felt the high school should accept such a responsibility, however the prevailing attitude was that the high school should have career placement services available, but the utilization of such services should be determined by the individual student.

Effects of selected variables on the career guidance process. The following conclusions were offered as to the effect of various background variables on the career guidance process:

(a) Sex. The sex of a student appeared to have a significant effect on the career guidance process. In general, females tended to receive more

assistance both in terms of constructive involvement with key personnel and in terms of guidance services received. However, closer inspection of the data suggested that this help was more frequently directed toward educational planning. Male students, on the other hand, appeared to more frequently be the recipients of occupational planning help as well as to receive more concrete job placement referrals. Such an observation is consistent with the responses received from providers. The providers, as a group, indicated that males accounted for more of their placements than did females. However, the responses of former high school students suggested that such a delivery pattern may not be consistent with the needs of the students. More of the former high school girls mentioned difficulties in obtaining a suitable job placement than did the boys.

(b) Academic standing. On the high school level, counselors seemed to be providing greater job placement assistance to the below average student. However, although the lower ability student accounted for a larger proportion of the job placements made by high school counselors, such placements were proportionately less frequent activities of counselors than were placements into further training where the ratio of above average to below average placements was two to one. Similarly more of the placements reported by high school teachers involved above average students. The ratio of above average students placed either on a job or into further training was three to one for the VTAE providers. Apparently the educational personnel surveyed provided more placement assistance to the above average student, particularly in regard to educational placement. Such an observation was consistent with the data received from users. The more academically successful students in both the high schools and the VTAE system reported receiving more help from a variety of key personnel and participating in more of the guidance services than their less academically successful peers. They also evaluated the guidance process more favorably in terms of its importance in occupational planning and placement. Any inconsistencies in this conclusion were in the direction of the C or below average student receiving greater assistance with job placement.

(c) Race. A comparison of VTAE students' responses to various questions concerning career guidance suggests few differences related to racial background. Both white VTAE students and nonwhite students seemed to rely on similar resource personnel in career planning, received comparable services, and attached consistent degrees of importance to the various guidance services. Although some significant differences were noted between the samples for particular items, these differences were frequently unsubstantiated across samples. There did appear, however, to be a tendency for the nonwhite respondents to attach greater importance to career information via materials or courses. The data from providers was interpreted as suggesting that ethnic minority group members accounted for a greater percentage of the placements than their population representation would suggest. Community action agencies were noted to be particularly active, especially in the placement of male minority group members.

(d) Age. Age appeared to be a significant variable in the career guidance needs of VTAE students. In general, the effects of this variable were noted for the under 20 age group and the over 45 group. Both groups appeared to be embarking on new career pathways. For the youngest students this represented a first career while for the 45 and over group, it appeared to be related to a disability since a larger proportion of these students

perceived themselves as handicapped and reported receiving help from the Division of Vocational Rehabilitation. The other resource agencies and persons rated as most helpful by various age groups mirrored the data from providers. The observation was made that the high school was the major purveyor of placement services to those under 20 years of age. In contrast, the efforts of the other provider groups surveyed were often concentrated on those who were slightly older.

(e) Class size. Although some differences existed in the career planning and placement needs of current and former high school students as a function of school size, these differences were relatively few. For the most part, students from all schools anticipated and encountered similar problems in achieving suitable career placements. The guidance services received by the students and their evaluation of these services were also quite similar despite differences in school size. The following exceptions to these findings were noted:

a. Students from larger schools tended to view the key resource personnel, especially school personnel, as less helpful in career planning and placement.

b. Students from smaller schools were more concerned about relocating to find suitable career placements and tended to place more importance on the informational guidance services.

c. Students from larger schools expressed greater concern regarding choice of an occupation or school and their lack of experience. Correspondingly, they tended to evaluate job-related training and educational counseling more highly than their peers in smaller schools.

These findings probably reflected differences in the immediate environments in which the various groups of students find themselves. Those in small schools tended to be from more rural environments in which the local labor market was more limited and more personal. In such a situation, the key personnel could have been more influential in securing placements. However, since the market is limited, many students will need to relocate and possibly seek employment in an unfamiliar occupation. Correspondingly, the information services would tend to become more valuable. For the students from large schools in more urban settings, the picture was somewhat different. They were familiar with a wide variety of occupational possibilities, and hence attributed more importance to the selection of an occupation. However, the labor market they faced was more impersonal and, as such, occupational competence, application procedures, interview behavior, and appearance tended to become more important. The key resource personnel were also probably more handicapped in the placement assistance they could have provided. Despite these differences, the marked similarity of the responses of students in all schools suggested that rural and urban differences are diminishing.

(f) Post-secondary activities. Those former high school students who pursued further education on the post-secondary level reported receiving help from a variety of sources in accomplishing their educational plans and placement. Those pursuing occupational goals upon completing high school seemed to rely primarily on family and friends in realizing their

objectives. The occupationally-bound student, in contrast to his peers who had pursued further education, was also less likely to receive the guidance services he considered to be more important to occupational planning and placement. The guidance services valued by the occupationally-bound were those concerned with locating employment and obtaining occupational proficiency. The most frequent activity of former high school students regardless of post-secondary plans, was either full or part-time employment. In other words, although the probability existed that former high school seniors would find themselves embarking on an occupational role rather than an educational role, more guidance appeared to be available for educational concerns rather than occupational concerns.

(g) Years of vocational training. Involvement in career guidance activities was greater for those who had completed at least two years of post-secondary vocational training than for their peers who had completed a year or less of such training. Key resource personnel were perceived as more helpful by the "two-year" students and they indicated greater involvement in various career guidance activities. Nevertheless, increased educational preparation did not reduce the occupational barriers encountered by VTAE students. The suggestion was offered that perhaps many of those who discontinued their education after one year did so because of the availability of a job, and, hence, reported less problems in the occupational sphere.

(h) Marital status. The results of marital status analyses indicated a trend for the current VTAE single population to be more involved in career planning through receipt of services and sources of help. The roadblocks to careers were equally more problematic for the single group. When these data were compared with that concerned with age effects, remarkable consistency was noted. It would appear that age effects contributed in a large measure to the variance reported for marital status.

Conclusions

The literature search and data analysis suggest several conclusions regarding the career guidance of youth:

1. Most of the resources of the high school have been directed toward those students anticipating further education. There appears to be little coordination of placement efforts among the various institutional settings in which career guidance services are available. In essence, high school personnel derive career plans with students typically in isolation of other sources of input. These career plans most often focus on continued education.

2. Family and friends as resources in career planning are rarely utilized by school and community personnel. However, students report that these resources are not only considered to be the most helpful resources in implementing career plans, but also are the major sources of job leads.

3. The placement-securing skills of many students are deficient. Many of those seeking employment fail to use non-school placement resources. They report problems knowing where to look for work.

In turn, those providing placement services perceive that a major stumbling block in the placement of young people is their difficulty with interview procedures and application. These basic tools of translating training into a placement reality have failed to become a part of the behavior repetoire of many students.

4. Marketability of skills also was a major concern of many students. Correspondingly, providers reported that students who completed vocational courses were easier to place both on a job and into further training. Providers also agreed that lack of qualifications and experience was particularly handicapping in locating employment. Ginzberg (1971) has noted that if the outcome of an educational pathway is such that only limited options are available to the student, career guidance cannot be effective. Such a phenomena has been noted for many students classified as "disadvantaged."

The comments of Kaufmann and his associates (1967) seem to epitomize the current status of the career guidance needs of youth:

> In general, the bridge between training and employment is an informal and unstructured one in which the individual's immediate environment is a major factor in determining where he will seek employment. A potential job market whose boundaries are determined by one's knowledge of opportunities plus the awareness of family and friends is far from being an optimally efficient labor market in the sense of matching abilities and interests with tasks to be performed. (page 6-23)

Aside from these observations about the career guidance of youth in general, specific groups of young people appear to possess unique needs. These needs primarily relate to the importance of including life-style counseling as a component in career guidance. The interrelationship between life-style and career often needs to be demonstrated particularly to the specific groups of students identified in this study. For example, women students appear to frequently underestimate the potential amount of their time which will be devoted to other career endeavors. Many divorce the roles of wife and mother from that of worker or student despite rising trends for women to couple such roles. The data analysis also suggested that such attitudes may perhaps be reinforced by providers of placement services. In almost all instances, such providers were providing greater direct placement assistance to males than females. Life-style counseling also appears to be crucial to the career placement success of rural youths. These youths often face the necessity of relocating to find employment or pursue further education. This often involves a major life-style change for many students. A "life-style" orientation also is needed in the provision of services to the disadvantaged and dropouts, many of whom demonstrate an immediate rather than long term orientation.

The "life-style" orientation coupled with the growing interrelation between educational and occupational realms dictated that the placement model have a career focus. The dichotomizing of educational placement and job placement seemed obsolete in a system designed to meet the developmental needs of all students. As Spradley (1973) has observed, a career represents "progress along a pathway, not arrival at a destination." All

placements, therefore, are *transitional*, and must be evaluated in terms of their congruence with the career pathway the individual has selected as well as their effect on future placement options. These considerations are basic to the model presented in the next section.

PART IV
CAREER PLACEMENT DELIVERY SYSTEM

The Career Placement Delivery System (CPDS) developed for use in secondary schools and post-secondary institutions granting less than a baccalaureate degree is presented in Figure 1. It is designed to facilitate an orderly transition from one institutional setting to the next student-desired level of career preparation, procurement, or advancement. The various career pathways, i.e. placement options, available to students are perceived as determined by the placement opportunities available, the occupational/educational background of the student, and the guidance the student has received. Because of this relationship, the two major objectives adopted for the Career Placement Delivery System were:

1. To maximize student independence in career planning and placement.

2. To maximize the career placement options available to students through environmental intervention.

To achieve these objectives, the system is focused on student needs and competencies.

The student characteristics and skills which facilitate independence are specified and the student is assessed in terms of these criteria. The data gathered and literature reviewed in the development of the CPDS suggested five major areas of competency needed by each student. Career placement independence appears to be facilitated if each student:

a. Has formulated a career identity as an integral component of the self-concept.

b. Can determine and develop appropriate career planning strategies.

c. Possesses the necessary preparation and experience for entry or progression within several career pathways.

d. Can utilize alternative educational, occupational, or community resources for the implementation of career plans.

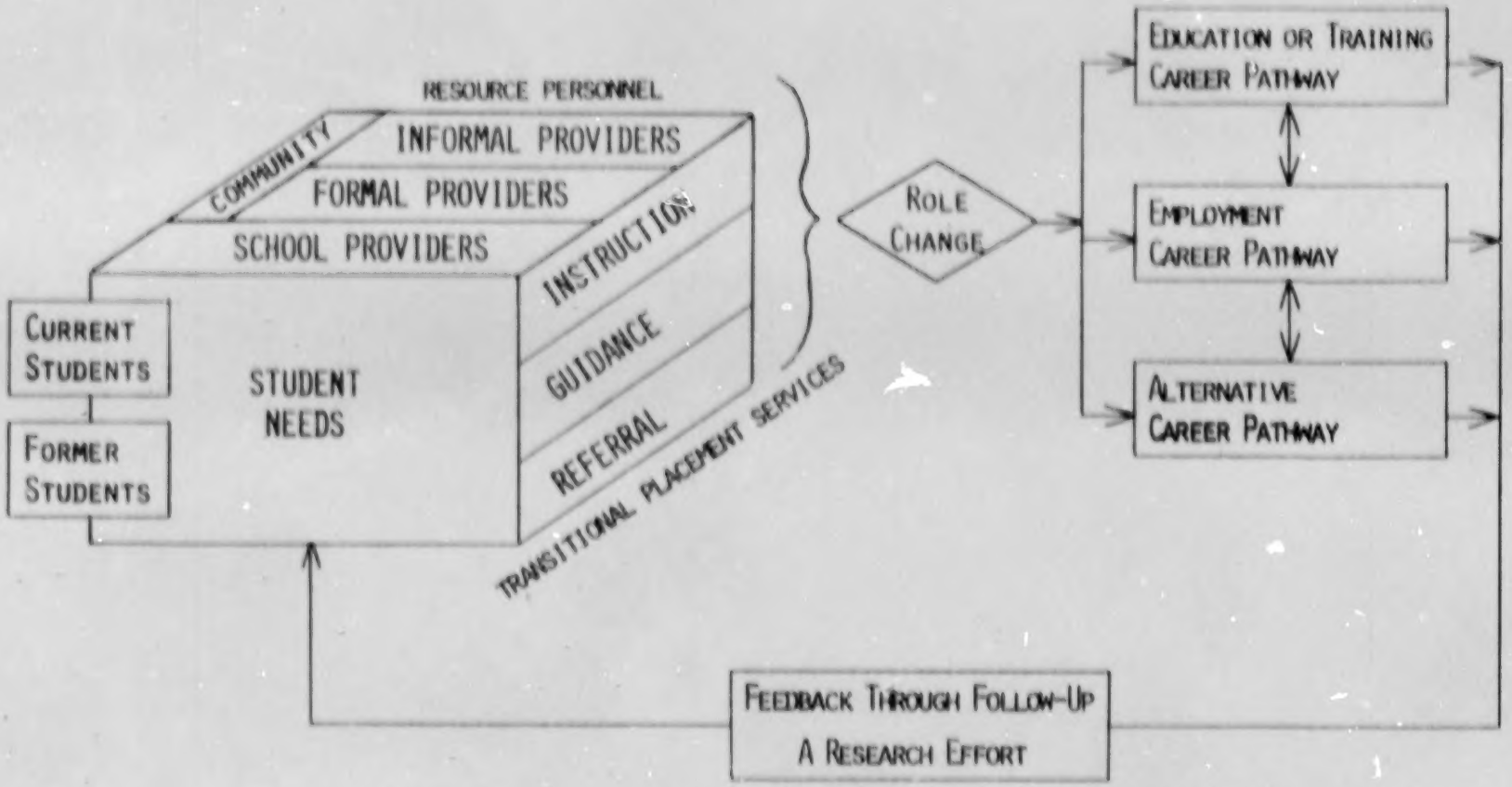
e. Can critically re-evaluate or change career pathways.

Based on an assessment of the student's competencies in each area, a mix of services and resource personnel are selected to assist students achieve their placement needs. Community as well as school personnel are enlisted to provide instructional, guidance, and referral services.

Student needs also are assessed in terms of the role requirements of various career pathways. By definition, a student will experience a role change when he or she is no longer enrolled in the previous institutional setting. The various pathways subsequently available to students each possess certain entry requirements. If the transition of students into these various pathways is to be eased, the personnel involved in the Career

Figure 1

A SCHOOL-BASED CAREER PLACEMENT DELIVERY SYSTEM



Placement Delivery System need to be aware of the requirements. There appear to be three major career pathways available to students:

1. Formal education or training to meet the entry level or advancement qualifications in a selected career area.

2. Paid employment in the selected career area.

3. Informal career pathways, e.g., self-study, travel, voluntary work, etc.

The career pathway pursued by a given student may be a combination of two or more of these pathways. For example, many individuals currently employed in an occupational area also enroll in courses designed to upgrade their occupational skills. On the other hand, the current placement of an individual may bear little relationship to the career pathway the individual has selected. This is frequently found in situations where an individual's employment represents a means of providing financial security while pursuing an unrelated career objective. A person's status along a career pathway, therefore, can only be evaluated by the individual. The current placement of the individual is examined in terms of its congruence with the career pathway selected by the individual as well as its effect on future desired placement options.

Certain prerequisite characteristics must exist for a Career Placement Delivery System designed to assist students prepare for, select, and embark upon their desired career pathways. The contemporary placement needs of students require a system which is:

1. Universal in terms of the students served.

2. Coordinated in terms of the involvement of various resource personnel.

3. Comprehensive in the scope of services available.

4. Student-centered in its placement focus.

5. Flexible in terms of its translatability across school settings and populations.

6. Dynamic in its ability to incorporate feedback information for improvement.

Universality of Model

One of the major handicaps faced by professionals attempting to answer the career placement needs of youth has been a job placement versus educational placement orientation. Such dichotomizing of student needs has typically resulted in schools offering separate services in each area. Dichotomizing of services unfortunately often results in the dichotomizing of students into different programs. This approach has failed to recognize the interrelationship of educational and occupational experiences in the implementation of a career plan. These dichotomous programs, therefore,

suggest a false separation of student needs. The number of educational or job placements obtained for, or by, students are recorded with no attempt made to analyze the relationship of these placements to the career objectives of the students. The career placement orientation suggested by the CPDS embraces all students regardless of future plans. It recognizes that the programs developed must arise from each student's needs rather than accommodating student needs to a pre-established program.

The CPDS suggests career placement services be made available to both current and former students. The school's responsibility to the student extends, at the minimum, to the initial placements the student obtains upon leaving the school setting whether as a graduate or as a dropout. Because the placements needed by students do not always accommodate a September through June calendar, placement assistance needs to be provided on a full-calendar year basis. Ideally the career planning and placement services of the school should be available to former students as long as they seek such assistance. Realistically, however, the school's responsibilities to former students will be determined by budget and staff.

Coordination of Placement Resources

Despite the fact that many potential sources of assistance are available to students in career planning, preparation, and placement, the typical student tends to rely primarily on family members and friends in securing job placements and on family members, friends, and school counselors in securing educational placement. The second factor impinging on the students' ability to secure suitable placement is the apparently small use of the referral system by school personnel. Not only do school personnel seem to show a tendency to work in isolation in meeting student placement needs, but the school seems to virtually "close its doors" in terms of the services it provides former students (Strong, et al., May 1975). Such observations suggest that if each student's placement needs are to be met, the career placement model must involve a synthesis of presently existing services both within school as well as those offered outside the school's walls.

Many school personnel currently perform activities related to the career development of youth. Counselors have been the central focus of educational placement and program selection activities. Teachers, particularly those in the vocational education curricula, frequently provide information to students on occupational opportunities in various fields and occasionally provide job leads to some students. There are also others whose knowledge and skills are compatible with the goals of the CPDS, but have not been previously asked to provide needed services. These "untapped resources" can be canvassed and their responsibilities to the CPDS explored. For example, the school social worker may be a valuable source of information concerning the service offerings of various community agencies. The special education teacher, correspondingly, may be adept in the area of job development. Both present and potential contributers to the career placement of youth must be surveyed. Furthermore, since they will be asked to redefine their role responsibilities, there needs to be administrative support and encouragement for their participation in the placement program.

The potential and actual contributions of the community's formal and informal placement resources must also be incorporated in the program. The

formal placement resources provide certain services to select populations. Such resources include the Job Service, the Division of Vocational Rehabilitation, private employment agencies, and public and private social service offices. Representatives from various colleges, business, and the military may also be used selectively by the career placement personnel for their appraisal and informational potential. There also needs to be communication between the school and the "informal" placement network which has been demonstrated to be a major variable affecting students' career plans. Family members, peers, and other community members, often are not included in the career planning which occurs between student and school personnel. The need for their emotional and financial support of a student's plans is obvious; yet if such support is to be garnered, new lines of communication need to be developed between the school and these "informal" providers.

Comprehensive Service Delivery

A comprehensive service delivery system is needed if students are to acquire the basic skills necessary for translating personal needs and prior experiences into the reality of a career pathway. A concentration on the referral system alone suggests that placement is a discrete event and as such can be divorced from the instruction and guidance a student has received. It also fails to equip the students with the skills necessary to achieve independence in career matters. To maximize student career independence requires an instructional component which provides:

1. the necessary prerequisites for various career pathways;

2. training in placement securing skills; and

3. training in placement-maintaining skills.

It also requires a comprehensive guidance component which assists the students in the development and expression of a career identity. The necessary guidance services include outreach and orientation, appraisal, informational, counseling, planning, program selection, and follow-through (see Figure 2).

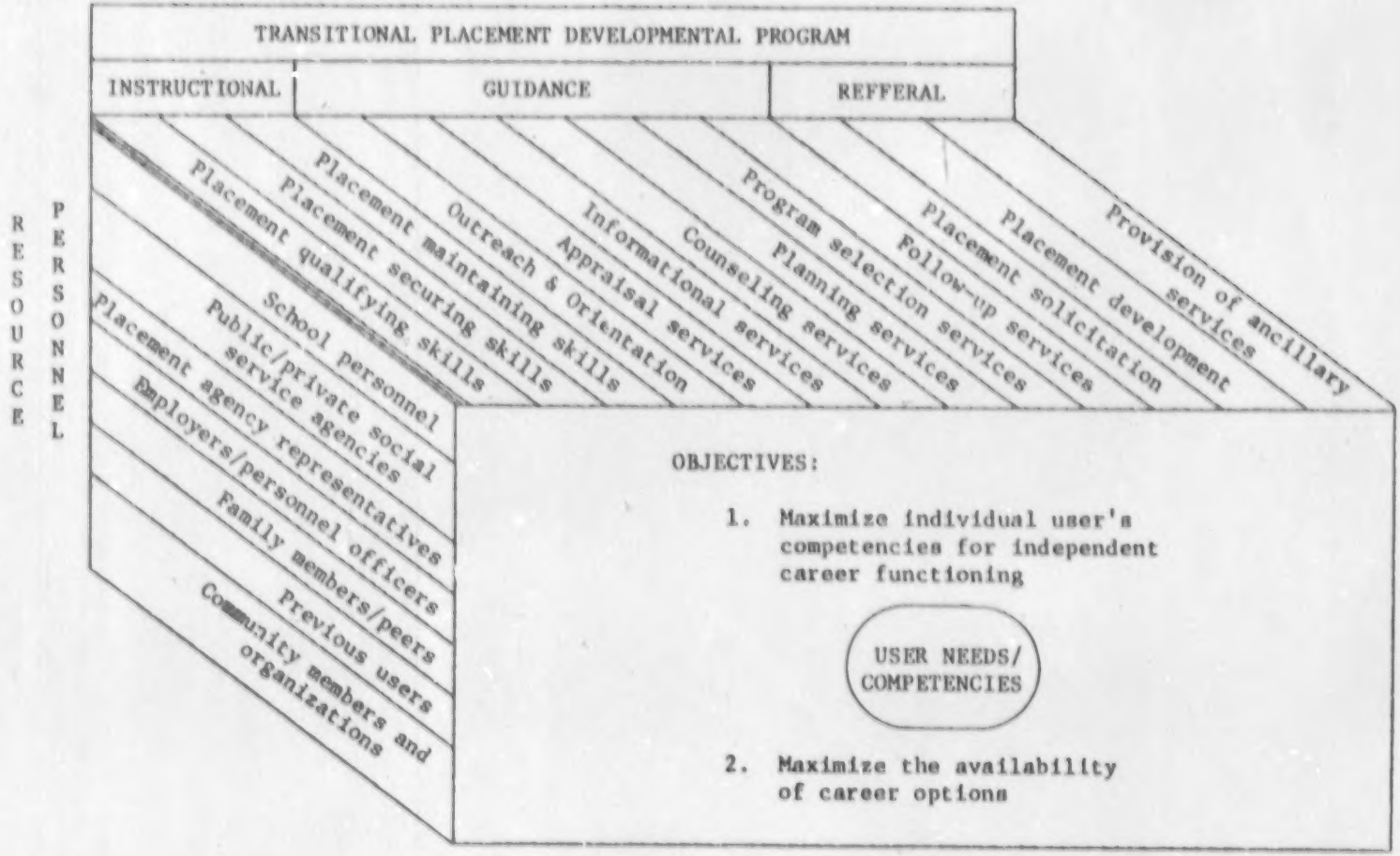
Student-Centered Referral Component

The term "placement" in a school setting can refer to two different activities. On the one hand, it refers to placement into various educational or vocational programs as part of the school curriculum. In the CPDS, these placement activities are termed program selection services. Placement also refers to the activities or programs a student embarks upon after leaving the school setting. For the sake of clarity, these placements shall be termed "transitional" placements.

The transitional placement obtained by a student should reflect the student's career goals. Because of this orientation, the school is not in the position to recruit placement per se. Rather placement recruiting and developing efforts are directed at locating specific placements in response to specific student needs. However, while the school's responsibility is

Figure 2

COORDINATION AND COMPREHENSIVENESS OF THE CAREER PLACEMENT MODEL



not to establish a "labor exchange" in which placements are solicited for the sake of solicitation, the school does retain responsibility for the actual realization of each student's placement needs. To meet this responsibility and to increase the opportunities for placement available to students requires the provision of three services: placement solicitation, placement development, and the solicitation for ancillary services. These activities are subsumed under the referral component of the CPDS (Figure 2).

Placement solicitation activities refer to the direct contact of an employer or training agency for the purpose of securing a particular job or training opportunity for a student. Such solicitation may be performed by school personnel or through existing formal and informal providers of placement services. Theoretically, school personnel should only occasionally need to perform solicitation activities because the delivery system focuses on student independence and cooperation among agencies. The need for placement solicitation services from the school will, therefore, be a function of the degree to which:

a) the student has achieved competency in placement-securing skills;

b) the formal and informal placement network operate in a cooperative manner with the school; and

c) the degree to which the student's placement needs can be met by the existing resources.

Placement development activities are activities designed to redefine the qualifications necessary for entry to the desired placement. These activities are directed at broadening the options available to students through the eliminiation of unnecessary barriers or by re-engineering the demands of the placement. Placement development activities have frequently been effectively used to increase the opportunities available to various minority group members, women, and the handicapped. Aggressive public relations is also a component of placement development. The existing skills and needs of students are advertised to those who control placement entry. Through this advertising, an attempt is made to increase the community commitment to meeting the placement needs of the students.

The third sub-component of referral includes the provision of ancillary services. To implement a placement plan, a particular user may need collateral services, such as financial assistance, legal assistance, medical restoration, day care services, etc. School personnel can refer students to agencies which may meet these needs. To effectively provide such referral services, these personnel must be acquainted with the services from the various community agencies as well as eligibility requirements and application procedures.

Flexibility of the Model

Student competencies and needs form the core of the Career Placement Delivery System. The system implemented by a particular school should be flexible enough to not only meet the needs of particular groups of students but also each individual as well. Crucial to the establishment of such flexibility is the conduct of a student needs assessment and a local resource survey.

A needs assessment survey designed to determine student's competencies in terms of career independence skills implies that the competencies needed for career independence can be specified and prioritized. Because of the danger of examiner bias in the selection of competencies to be measured, five competencies have been suggested as possible initial basis for the survey. These competencies are:

1. The student has formulated a career identity as an integral component of the self-concept.

2. The student can determine appropriate career planning strategies.

3. The student possesses the necessary preparation and experience for entry and progression within a variety of career options.

4. The student can use alternative pathways for the implementation of career plans.

5. The student can critically evaluate and/or change career pathways or goals.

These competencies are best viewed as testable hypotheses only as to the competencies needed to facilitate career independence. Their appropriateness in a given school district and for a given population needs to be demonstrated.

A community resource survey also needs to be conducted. The scope of the survey should include the placement opportunities available within or through various agencies, institutions, or businesses. Besides locating specific placement opportunities, the survey should also examine the potential of the community to meet the career guidance needs of students. Those agencies and individual's providing services should be identified, their services specified, and the eligibility criteria noted.

The relationship of the needs survey and resource survey to CPDS program objectives is presented in Figure 3. The objectives selected for implementation and the manner of implementation evolve from these surveys. The responsibility for implementation of the technique may be assumed by either school or community personnel depending on staff availability and budget. For example, handicapped individuals needing employability skills training may be served through a local workshop, while nonhandicapped students needing such training may be enrolled in seminars sponsored by the school. Individual student's needs must also be met. Figure 4 illustrates the relationship of the individual student to the delivery system. Each student's placement needs must be met either through existing programs or by the development of a specific program for the individual student.

Essentially three groups of tasks have been identified in the implementation of a flexible Career Placement Delivery System:

a. Those related to the coordination of the CPDS and the selection of objectives.

b. Those related to meeting the program objectives selected.

c. Those related to meeting individual needs within the system.

Figure 3

RELATIONSHIP OF COMPOSITE USER NEEDS TO CAREER PLACEMENT MODEL OPERATION

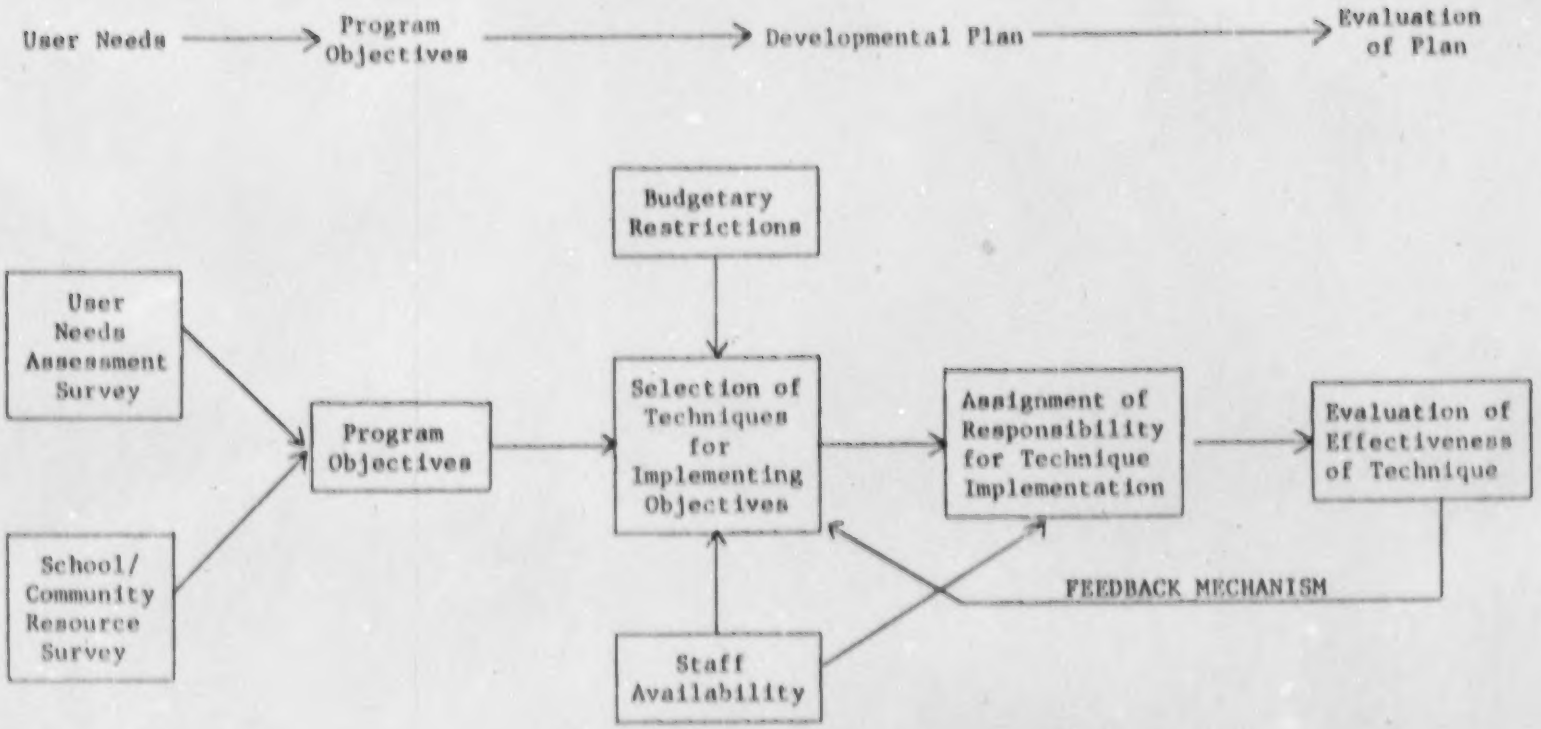
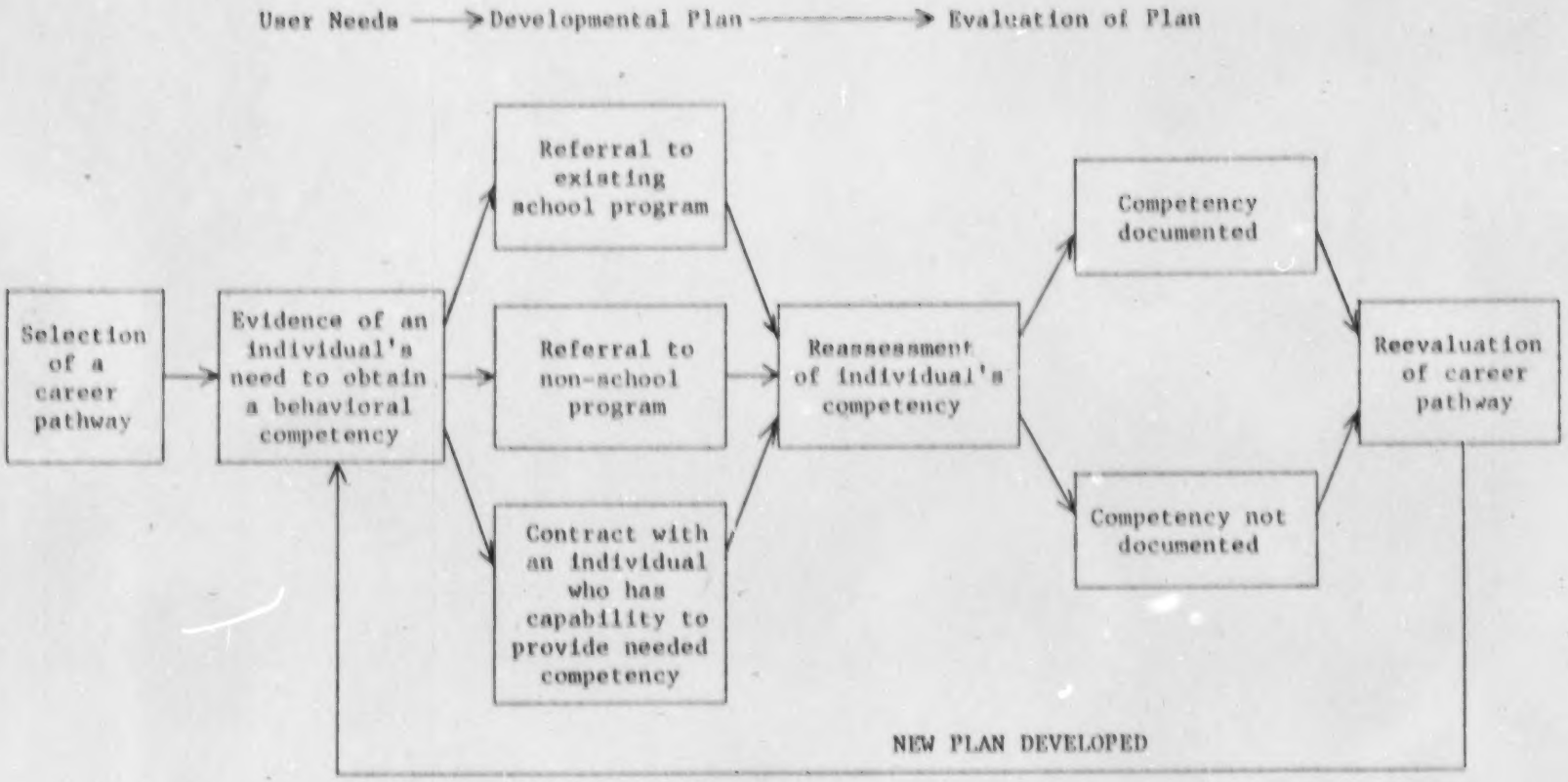


Figure 4

RELATIONSHIP OF INDIVIDUAL USER NEEDS TO CAREER PLACEMENT MODEL OPERATION


User Needs
Developmental Plan
Evaluation of Plan
Selection of a career pathway
Evidence of an individual's need to obtain a behavioral competency
Referral to existing school program
Referral to non-school program
Contract with an individual who has capability to provide needed competency
Reassessment of individual's competency
Competency documented
Competency not documented
Reevaluation of career pathway
NEW PLAN DEVELOPED

The onus of responsibility for each of these areas has purposely not been designated to any professional group. The school rather is urged to examine the competencies needed to perform the various tasks and to select the appropriate personnel on this basis. Some tasks may lend themselves to a task force approach while others are more effectively performed by one person. The task of "individualizing" the CPDS, however, is clearly an example where a one-to-one approach is needed. Ideally one person would serve in an advisory capacity to a relatively small group of students. This approach would increase the probability that the system as operating would continue to be responsive to the changing needs of students.

Dynamic Responsive to Change

The Career Placement Model must also be dynamic, i.e., there must be a mechanism for incorporating feedback information for improvement. Such a demand again will be heavily reliant on the development of program objectives for students. Since program objectives and selection of techniques are generated on the basis of user competencies and needs, the success of the program can be measured on the basis of a change in user competency. For example, if field trips are sponsored by the school for the purpose of increasing occupational options under consideration, students should be asked to list the options they considered both prior to the experience and after it. This follow-through aspect of the model allows those providing career placement services to evaluate the effectiveness and efficiency of various techniques in achieving the selected objectives.

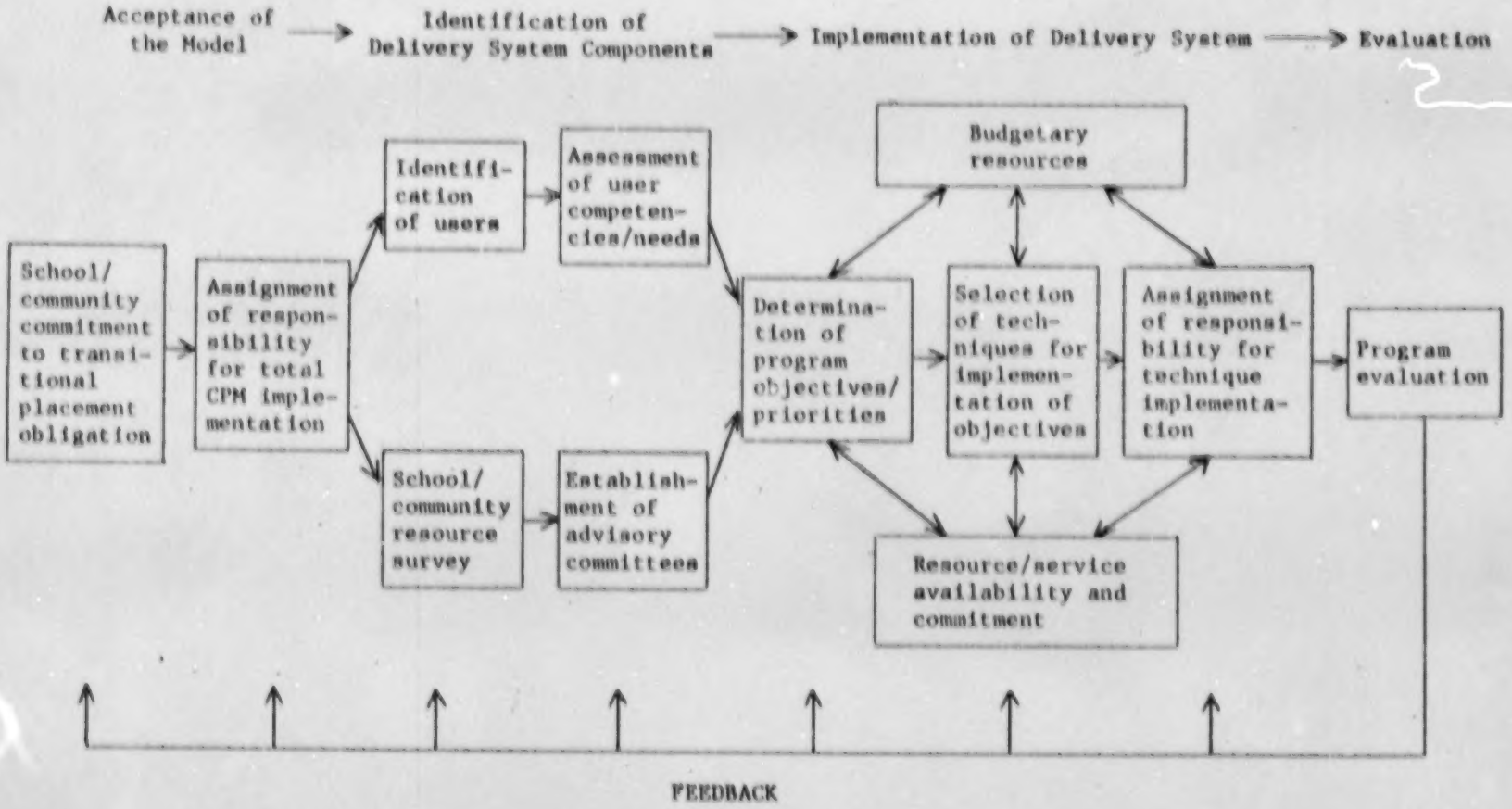
Follow-through procedures also need to be employed to evaluate the overall program in terms of the degree to which the global purpose has been served. Providers must examine to what extent each student was able to accomplish an orderly transition from one educational or occupational setting to the next desired level of career preparation, procurement, or advancement. The measure of the program's success is the degree to which students were able to secure the placement objective(s) they desired. The student's placement plan must be evaluated against his actual placement, and, in turn, the success of the program becomes synonymous with the congruence between the two. The program's success in in the nature of the placements obtained, not in the number of placements solicited.

Summary

The installation of a Career Placement Delivery System in a school setting requires a commitment by the school to meeting the transitional placement needs of all students. Comprehensive guidance, instructional, and referral services are necessary to meet the diverse career barriers encountered by students. To provide a comprehensive program will require the expertise and involvement of community personnel as well as school personnel. The system must also remain responsive to changing student needs. Figure 5 summarizes the steps involved in installing a flexible and dynamic Career Placement Delivery System.

Figure 5

PROCEDURAL MODEL FOR IMPLEMENTATION OF SCHOOL-BASED CAREER PLACEMENT DELIVERY SYSTEM


Acceptance of the Model
Identification of Delivery System Components
Implementation of Delivery System
Evaluation
School/ community commitment to transitional placement obligation
Assignment of responsibility for total CPM implementation
Identification of users
School/ community resource survey
Assessment of user competencies/needs
Establishment of advisory committees
Budgetary resources
Determination of program objectives/ priorities
Selection of techniques for implementation of objectives
Assignment of responsibility for technique implementation
Program evaluation
Resource/service availability and commitment
FEEDBACK

PART V
EVALUATION OF THE MODEL

Evaluation Methodology

Ultimately, evaluation of the model Career Placement Delivery System (CPDS) requires installation and a controlled application of the CPDS model. Once in operation an evaluation should be designed to measure aspects of the system's operation (i.e. changes and improvements of services provided) and aspects of the system's outcomes (i.e. the actual placement of students and youth). Such distinction between process evaluation and product evaluation is important for placement systems because placement services are too frequently evaluated solely by their placement outcomes--the number of their placements. Evaluation of the processes of placements is also an important necessity.

Installation and implementation of the model Career Placement Delivery System did not occur as part of this project. The scope of the project included review of placement literature and existing models, establishment of an information data base on placement activities as percieved by providers and users of placement services, and finally, development of a model placement delivery system. Although the resulting model system encouraged use of existing services and staff wherever possible, the comprehensive scope of the proposed system requires some reorientation of programs and personnel. System-wide changes are not accomplished easily or very quickly. Thus, it became impossible to provide a field test evaluation of the model within the project time allotment.

An alternative evaluation of the model Career Placement Delivery System, however, was conducted in two areas: (1) evaluation of the conceptual basis of the model system, and, (2) evaluation of the potential adoption of the model system by institutions. The first evaluation, conceptual, was accomplished through a six page questionnaire survey (see Appendix A) given to twenty-six evaluators. Each evaluator had received a copy of a "School-Based Career Placement Model" to review. These evaluators were selected on a basis of their institution (educational and noneducational; secondary and post-secondary; urban and rural; large and small) and on a basis of their position within these institutions (counselor; Local Vocational Education Coordinator; placement functionary; administrator). Each evaluator was identified to have placement experience or access to information requested on the evaluation questionnaire and was likely to be in a position from which to make decisions affecting placement-related activities and programs. Acknowledgment of these evaluators follows:

Clifford W. Andreoli; Registrar; Vocational, Technical and Adult Education (VTAE) District #4.

Susan C. Boyd; Special Disabilities Supervisor; Wisconsin Division of Vocational Rehabilitation.

Robert J. Braun; Student Services; Milwaukee Area Vocational, Technical and Adult Education District.

Orval A. Gabriel; Coordinator, Career Education and High School Relations; Vocational, Technical and Adult Education District #1.
John A. Gaffney; Project Director; Port Washington High School.
Frederick E. Gierke; Counselor; Winneconne High School.
John C. Hebl; Project Director; Hillsboro Public Schools.
Milton C. Hillery; Assistant Director, Student Services; North Central Vocational, Technical and Adult Education District.
Andrew A. Helwig; Counseling Supervisor; Wisconsin Job Service Division.
Hugh G. Kelly; Director of Manpower Utilization; Wisconsin Job Service Division.
Charles C. LePard; Program Coordinator, Undergraduate Orientation; University of Wisconsin-Madison.
Calvin M. McIntyre; Supervisor, Career Education Program; Department of Elementary and Secondary Education, Milwaukee.
Richard J. McKellar; Project Director; Waunakee High School.
Ellen H. Meister; Coordinator on Career Education; Madison Public Schools.
LeRoy V. Meles; Project Director; Denmark Community Schools.
Harold A. Motschenbacher; Placement Director; Western Wisconsin Vocational, Technical and Adult Education District.
Lennart E. Nyberg; President; Dunhill Personnel of Dane County, Inc.
Jeanne E. Ode; Project Director; River Falls Senior High School.
Albert Pitts; Director, Vocational Education; Unified School District Number 1, Racine.
Ben J. Russo; Education Program Coordinator; West High School, West Bend.
Terry G. Seifert; Job Placement Director; Oshkosh Area Public Schools.
John C. Stroebel; Administrator, Student Services; Southwest Wisconsin Vocational, Technical and Adult Education District.
David P. Swanson; Placement; Waukesha County Vocational, Technical and Adult Education District.
George N. Theis; Student Services Administrator; Wisconsin Indianhead Vocational, Technical and Adult Education District.
Dean M. Tveten; Project Director; Somerset High School.
James J. Vilendrer; Student Job Placement Supervisor; North Central Vocational, Technical and Adult Education District.

From these twenty-six evaluators, two were selected for an in-depth evaluation interview. This second evaluation procedure was used to test potential utilization of the model system by institutions. The two administrators chosen were Terry Seifert, placement coordinator of a high school system, and John Stroebel, director of student personal services at a post-secondary, vocational-technical institute. Through interviews, each administrator was explicitly asked about the nature of his institution's placement services and about his assessment of the model Career Placement Delivery System for adoption in his school. Both had served on the Advisory Council to the project and were knowledgeable of the development of CPDS.

Additional sources of evaluation of the CPDS model included: (1) a meeting with the project's Jury of Experts, who provided comments, criticism and reorganization of the model's preliminary development, and (2) future and extended field tests of the CPDS model through Wisconsin Department of Public Instruction and Wisconsin Job Service funded placement projects during 1975-76. Neither of these evaluations are included in this

report because one occurred before finalization of the model system and the other will occur a year after the initial dissemination of the model. Both indicate, however, preliminary acceptance of the model system.

Results of the Evaluation Questionnaire

Overall, the model Career Placement Delivery System was enthusiastically received and evaluated very favorably. Because of its pioneering position, some aspects of the model remain controversial and not fully developed--especially when viewed from differences of "mission" between institutions. However, a strength of the model as reported by many of the evaluators was that the model lends itself to local or institutional modification without jeopardizing the CPDS objectives: to maximize an individual's competencies for independent career functioning and to maximize the availability of career placement opportunities.

The applicability of the CPDS model to different school or community institution settings varied, but the interest of the evaluators in the implementation of the model, or parts of the model, in their institution was very high: "Your model is extremely close to what we are attempting to implement." "I see this at a high school level, not so much [at] the voc-tech level." "The model is not appropriate for my work setting; however, I am confident that implementation of many of the techniques and/or procedures of the model would facilitate communication with students."

	Applicability of the CPDS Model		
Evaluator's Setting	Highly	Somewhat	Not at All
Secondary	7	4	0
Post-secondary	1	6	1
Community	3	3	0

	Interest of Evaluator in Implementing CPDS Model Components		
Evaluator's Setting	Extremely	Somewhat	Not at All
Secondary	10	1	0
Post-secondary	4	4	0
Community	5	1	0

All but one evaluator felt the model provided sufficient direction to persons interested in developing a placement program in the schools: "To present a program of such complexity infers a measure of 'dream thinking' and subjectivity; local needs will dictate variation--the proposal is designed to serve as a model subject to change to accommodate local need. The basic objective is well accomplished with many excellent ideas and with a sound pragmatic approach." Many evaluators expressed, however, a need for cost data and more operational techniques. A response to this concern will be covered in the next section: Issues.

Will the model provide improved services which meet the placement needs of students and youth? Evaluators in near unanimous agreement thought, "Yes." "Many parts of the model are not strikingly new; many activities of CPDS personnel are already handled by conscientious guidance staffs in the field. However, yes, the model should provide improved services to meet the placement needs of students, if only to the extent that the model provides a structured approach to placement; provides for coordination of community resources, etc. Perhaps the most important part of this model is the definition of 'career placement,' the recognition of its transitional components and the abandonment of the educational vs. job placement stereotypes."

The CPDS model was evaluated suitable to various settings (urban/rural, large/small) dependent, of course, upon decisions of priority by local administrators (allocation of finances and staff development): "As a guide, this model can serve as an assessment resource. To implement this in accordance to local need would be ideal. The implementation may take several years; the model can be reflective of progress."

Issues Reflective of the Evaluation

Evaluators were encouraged to contribute to the further development of the model. They offered their experiences and decision-making concerns while evaluating the CPDS model. Several issues central to the conceptual and operational aspects of the model were repeated in the evaluators' comments. These issues deserve mention and a response.

What are the costs? Without full implementation of the CPDS model in a field test situation, costs can only be estimated. Costs will be reflective of local adaptations of the model, and the stage of the model's implementation in that particular setting. As a guideline, costs of the CPDS model will be similar to other previous reorganization ventures at that setting. These costs will include staff development and inservice training (workshops, materials, follow-through activities). New costs, with the exception of optional salary changes, will include school and community flyers, promotional materials and handouts; and other service related costs, like telephone services, community and employer visits, or special workshops for students. One existing source estimated a $3-4,000 first year (academic) operation cost which involved staff reorientation and limited service to seniors.

The model encourages use of existing resources wherever possible. Students can help as volunteers gaining work experiences or can be work-study appointments. Printing classes can provide materials, English classes can be assigned resumé writing exercises, counselors can redefine their goals to include career placement guidance, instead of educational versus occupational guidance. Cooperative effort with community agencies who can provide specialized services is an opportunity to conserve, perhaps even share, costs.

More operational techniques needed. There are differences between conceptual models and operational models. Prior research into existing placement models indicated a need for a new conceptual foundation for placement not simply new techniques. Therefore, this model is more heavily weighted toward conceptual presentations while leaving local operational adaptations to the institutions. Techniques are important for successful

implementation of the concept, however, the development of these techniques requires more time and testing. As part of another project during the next eighteen months, implementation and operational techniques for placement systems will be developed and tested.

Who will do the work? Some evaluators felt the model would put too much additional work upon the counselor, or Local Vocational Education Coordinator, or that additional staff would have to be employed. No one person can or should do this job--it requires a total commitment of school personnel and cooperative relationships with community services. Each school will have to determine how it can best meet the needs of its students. Unless a total commitment exists, placement will simply become an "add-on" service that cannot possibly serve its full purpose. A model can only provide broad scope descriptions of how this might be done. The details should be decided upon local priorities and concerns.

Student-centered placement efforts. The model placement system presented for evaluation emphasized that the focus of the school's placement efforts should be student-determined. In this model, the school is not perceived to be in a position of recruiting placements per se. Rather efforts are directed at locating specific placements in response to student needs.

Some reviewers suggested that this orientation might undermine the success of the school's placement program. They indicated that, especially in the case of job placements, the school should encourage employers to contact them regarding potential openings. Furthermore, they argued that this type of exchange would enhance the likelihood that students would secure a job placement following the school program.

Those involved in model development were aware that the establishment of a school "employment office" might increase the number of placements secured by students. Nevertheless, there were several reasons for not endorsing such a position. A predominant concern was voiced relating to the allegiance of those providing placement services. The history of the Job Service (Strong, et al., March 1975) suggested that although placements may increase when the focus is on a "labor exchange," those providing placement services are likely to feel that their first allegiance is the employer, not the client. Since the success of the exchange is dependent on the securing of openings from employers, placement providers may find it desirable to be selective in the applicants recommended. In such an atmosphere, those in greatest need of placement assistance are the least likely to be served. Another potential danger which arises from the "labor exchange" orientation is the "tabulating-of-numbers trap." It becomes too easy to measure the success of the program by the number of placements secured rather than the relationship of those placements to student needs. The school personnel, correspondingly, may find themselves recruiting students for employers to increase their numbers for accountability purposes. The ethics surrounding the recruitment of students and the school's involvement in screening potential applicants suggested that the operation of an employment office would not be consistent with the focus of public education in a democratic society. It would also serve to further install the schools as the gatekeepers of society.

There was also a very pragmatic reason for not endorsing the labor exchange focus. Numerous agencies already exist which solicit openings from employers. The school would then find itself creating a competitive

system. It is doubtful whether the school could realistically compete in this arena since it neither possesses an acknowledged status in this area nor the trained personnel to successfully develop the program. It appeared that a more effective approach was to utilize the resources currently available through the development of cooperative agreements between the schools and these other placement providers.

In summary, those developing the placement model were aware that schools will need to perform some solicitation and development activities if they are to meet the placement needs of all students. However, the dangers associated with a focus on those controlling placement openings appeared to outweigh the benefits of such a focus. A student-centered placement orientation appeared to be more consistent with the goals and capabilities of the schools.

Evaluation Interviews

A second procedure used to evaluate the Career Placement Delivery System was to interview two evaluators who previously completed the evaluation questionnaire. The interview centered on specific aspects related to implementation and adaptation of the proposed CPDS model within their school settings (a high school and a post-high, vocational-technical school). Both administrators had served on the project's Advisory Committee and were familiar with the CPDS model.

Terry Seifert, Placement Director, Oshkosh Area Public Schools. Mr. Seifert was initially hired as a job placement counselor. Because his previous responsibilities involved career education, he immediately envisioned placement in a much larger context: "It should not exist as an isolated service to students, but become integrated into the total education process." Presently, he works as an area placement coordinator with an assigned CETA secretary.

Oshkosh Area Public Schools developed their placement program independently from this project; yet, the CPDS model "is extremely close to what we are attempting to implement." The Oshkosh program has been in development for one year--main accomplishments have been school personnel reorientation, communication with community agencies and cooperative agreements established, and development of limited services to students. Teacher roles have begun to be expanded to include placement-related activities, counselors have all accepted a placement role. Two counselors in each school have been identified "responsible" for placement, but this does not mean other staff feed placement problems to these two counselors. "They all do placement; two are simply assigned this responsibility as a focus for communications." Mr. Seifert thinks the schools have better coordination now between existing school staff who are responsible for work-study, work experiences, and cooperative education.

A comprehensive placement system will take time to develop, not just money, reports Terry. Inservice of school staff is most important and this is helped by a supportive administration. To facilitate staff reorientation for placement, Oshkosh held a two week summer workshop for teachers and counselors. Another important and time consuming activity is development of community contacts and cooperation. An agreement with local

Wisconsin Job Service participation in the schools is helpful in locating job placement opportunities. "We don't try to duplicate existing community services, but work with them."

A goal of the Oshkosh placement program is not to simply give a student a job but to teach the student to find it himself. Placement is being incorporated into classroom instruction and guidance services. In the first year only seniors could be given most of the services, but in succeeding years more class levels will become involved until all students are served.

Mr. Seifert estimated his first academic year costs, except for salaries, at about $3-4,000. Most of his time was spent on school staff reorientation and community vists. He developed inservice materials and programs for counselors, teachers and administrators, and community agencies and organizations. By utilizing existing staff and services, the Oshkosh schools have developed a more comprehensive service for their students. Mr. Seifert described the development of his placement system as very similar to what is proposed in the CPDS model. "The materials and concepts developed in the Placement Project have been very helpful to our program."

John C. Stroebel, Student Service Administrator, Southwest Wisconsin Vocational-Technical Institute. The vocational, technical and adult education system in Wisconsin serves to meet the occupational training needs of people in the state. The system assists people in preparing to enter the labor market, to upgrade their skills in order to retain or advance in their present occupation, or to retrain for new occupations. "Placement is very important to our students and we try to provide placement services to meet their needs."

Mr. Stroebel explained that placement services at Southwest Tech are more than finding jobs for students. Like the CPDS model, placement should be viewed as a student-centered developmental process. However, the VTAE system has a different operation than high schools and therefore the placement services are somewhat different. Because students enter and exist the vocational programs more frequently than students in a four year high school program, placement services at Southwest Tech are a more difficult task.

Southwest Tech operates a placement service through its Student Services office. In addition to job opening information (which is coordinated with the Wisconsin Job Service) students are given employment orientation classes which provide occupational information, vocational guidance, vocational placement and social placement. "Students explore various employment locations, and learn to seek employment, to apply for a job, to react in job interviews and to discover the requirements necessary for holding a job."

Similar to CPDS, Southwest Tech believes the most effective placement service is through the individual classes offered. "Placement should not be a supplementary service, but a part of the training a student receives." Class instructors are closest to the students--they see them every day. These instructors are knowledgeable of the job and of the opportunities. They can provide on-the-spot vocational guidance and placement-related service to students more effectively than "sending students down to a placement office." Instructors work with community employers and with their advisory committees.

The CPDS model's Career Progress Record would not apply to the ever-changing student population of Southwest Tech. Yet, placement is considered part of the orientation each student receives prior to entering vocational programs. During orientation, students identify their personal and vocational goals, are provided assessment tools and are given guidance to help them prepare for a placement upon completion of their program.

Mr. Stroebel indicated that much of the placement services provided by Southwest Tech are similar to the CPDS model, but organized differently to meet the different operation of a vocational-technical institute. "The CPDS model provides a good conceptual rationale for placement although our techniques are different."

Summary

Overall, the evaluators found the model "systematic," with a "sound, refreshing overall philosophy," and student-centered. They agreed upon a need for community involvement, and interfacing of instruction and guidance, and "the broad perspective--that placement is important even beyond high school--and in high school placement includes more than placement on a job at a point in time." "A Coordinated and Comprehensive School-Based Career Placement Model" was found "concise, very readable and usable even for people who are not well prepared or experienced in placement."

BIBLIOGRAPHY

Barlow, M. L. (Ed.) The philosophy for quality vocational education programs. Fourth Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, Inc., 1974.

Borow, H. Career guidance in America: Heritage and promise. In M. L. Barlow (Ed.) The philosophy for quality vocational education programs. Fourth Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, Inc., 1974, pp. 147-180.

Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it. New York: McGraw Hill Book Company, 1971.

Goldhammer, K. & Taylor, R. E. Career education: Perspective and promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Heinsohn, A. L. Vocational aspirations of American youth. American Vocational Journal, 1974, 49, pp. 36-38.

Kaufman, J. J., Schaefer, C. J., Lewis, M. V., Stevens, D. W., & House, E. W. The role of the secondary schools in the preparation of youth for employment. University Park, PA: Pennsylvania Institute for Research on Human Resources, The Pennsylvania State University, February 1967.

Kosmo, S. J., Hammerstrom, W. A., Boss, R. D., and Hartz, J. D. A coordinated and comprehensive school-based career placement model. Madison, WI: Center for Studies in Vocational and Technical Education, University of Wisconsin, November 1975.

McClure, L. & Buan, C. (Eds.) Essays on career education. Portland, Oregon: Northwest Regional Educational Laboratory, April 1973.

National Advisory Council on Vocational Education. "Sixth report: Counseling and guidance." Washington, D.C., 1972.

Perrone, P. A. & Lins, L. J. Research Report: Post Secondary Activities of 1968 High School Seniors. Madison, WI: Coordinating Council for Higher Education, December 1970.

Spradley, J. P. Career education in cultural perspective. In L. McClure & C. Buan (Eds.) Essays on career education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973, pp. 3-18.

Strong, M. E., Boss, R. D., Kosmo, S. J., Nelson, E. S., & Hammerstrom, W. A. Review and synthesis of job placement literature. Madison, WI: Center for Studies in Vocational and Technical Education, University of Wisconsin, March 1975.

Strong, M. E., Boss, R. D., Kosmo, S. J., Nelson, E. S., & Hammerstrom, W. A. Survey and analysis of career placement activities. Madison, WI: Center for Studies in Vocational and Technical Education, University of Wisconsin, May 1975.

U.S. Department of Labor. Job finding survey. Washington, D.C.: Bureau of Labor Statistics, January 1973.

Venn, G. Man, education, and work: Postsecondary vocational and technical education. Washington, D.C.: American Council on Education, 1964.

APPENDIX A

A Coordinated and Comprehensive School-Based Career Placement Model

EVALUATION

Thank you for agreeing to evaluate our school-based career placement model.

Procedures for this evaluation are:

A. Read the volume. You might make notes or keep in mind some of these evaluation areas: Is the model acceptable? Is it operationally sound? Is the model suitable to existing school and community resources? Is the model applicable in a variety of school settings? Will students benefit from the model system? You may wish to (re-)read Volumes I and II. These volumes provided the basis for our model development.

B. Complete the evaluation form. Draw conclusions to evaluation questions from the described model and the experiences and knowledge you possess. You can help us better evaluate this model if you give supporting evidence to your answers, wherever appropriate.

C. Return the evaluation form as soon as possible. We would like to have this evaluation form returned by Tuesday, September 30, 1975. You may keep the preliminary draft of the model.

Please complete this section:

Name _____

Title _____

Organization/Institution _____

Address _____

_____
(City) (State) (Zip Code)

Telephone ( )

40

Evaluation of the School-Based Career Placement Model

OVERALL EVALUATION

1. How applicable to your situation is the information presented in the model (Volume III)? Please "X" the box that most nearly corresponds to your opinion.)

Highly Applicable	Somewhat Applicable	Not at All Applicable

_____
comments, if any

2. How interested are you in implementing any of the procedures or techniques presented as part of the Career Placement Delivery System model?

Extremely Interested	Somewhat Interested	Not at All Interested

_____
comments, if any

3. Does the information presented in Volume III provide sufficient direction to persons interested in developing a placement program in the schools?

Yes	No

What additional information may be necessary? _____

4. Do you think implementation of this model will provide improved services which meet the placement needs of students and youth?

Yes	No

_____
comments, if any

5. Is the model suitable to various school sizes, settings and operations?

Yes	No

_____
comments, if any

6. What topic(s) should be added or covered in greater detail? _____

7. What topic(s) should be deleted or covered in less detail? _____

8. Overall, what did you like most about the proposed Career Placement Delivery System? _____

9. What did you like least about the model system? _____

10. Please use this space for any other comments you have about the model design or its description in the printed volume. Use back of sheet, if necessary.

EVALUATION OF SPECIFIC AREAS

In this section specific questions related to the conceptual foundations and guides toward installation of the Career Placement Delivery System are evaluated. For each question asked, please consider your experiences or knowledge in the question area and briefly write evidence upon which you reach an answer to the question. Then, briefly state your position or conclusion on the question. Pages have been given for easy reference to the volume areas.

Evaluation Area Foundations--Part I	Point of Evidence	Conclusion
1. Is a career placement orientation more advisable than a job placement or an educational placement orientation? (pp.1-6)		
2. Can a synthesis of existing school and community placement services be coordinated and referred to by a school-based placement system? (p.7)		
3. Will a school-based placement system be effectively supported by instructional, guidance and referral components? (pp.7-12)		
4. Should placement activity be based upon student needs rather than upon recruitment pressures from employers, schools or the "numbers game?" (pp.12-18)		
5. Will schools accept responsibility to meet placement needs of all students, including former students who may require assistance? (pp.18-21)		
6. Assessment is considered a key component of placement. Will schools be able to assess the placement needs of their users and assess the contribution of school and community resources that assist in placement activity? (pp.21-22)		

Evaluation Area	Point of Evidence	Conclusion
7. Is it possible to measure the change in competencies (toward independent career functioning) of users of the proposed career placement delivery system? (pp.22-25)		

Evaluation Area Installation-Part II	Point of Evidence	Conclusion
1. Can schools make the needed changes within their system to create a career placement delivery system? (pp.29-35)		
2. Community commitment is essential to provide a successful placement program. Would your community give support to cooperation with a school-based placement system? (pp.36-52)		
3. Will it be possible to develop better parent and peer participation in career placement activities for youth? (More accurate information, more knowledgeable of opportunities, discussion of work values etc.) (pp.37-39)		
4. Can barriers be diminished between community institutions and agencies to facilitate cooperative placement assistance for youth? (pp.43-52)		
5. Can individual placement objectives be established and monitored through an Individualized Career Progress Record, as suggested by the model? (pp.52-65)		
6. Is a Career Center within the school a valuable component for successful placement assistance? (pp.66-68)		

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF WISCONSIN-MADISON

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, manpower training—to citizens of all ages in all communities of the State. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the State.

Merle Strong, Director
Roger Lambert, Associate Director

For further information on this or other Center activities, contact:

Center for Studies in Vocational and Technical Education
321 Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

608-263-3696